Arapahoe Community College

2013-2014 Philosophy Assessment Plan Data

Learning Outcome
Information Management: The ability of students to be able to gather and communicate ideas in the form of arguments using evidence and warrant leading to a clear conclusion. Students will be asked to understand the implications of their claims.

Measure 1 Type:
Direct

Performance comparison

Measure 1 Description:
By comparing two written essays, one given in the beginning of the semester and the second given in the latter part of the semester, specificity, support and thoughtfulness will be assessed. Specificity is the inclusion of specific details regarding the argument, support is defined as well-used evidence from the literature; thoughtfulness being defined as a high level of analysis and understanding of the claims being made as well as the implications of those claims.

Measure 1 Sample Size:

Measure 1 Benchmark

1) Describe the benchmark for this measure.
The benchmark for this measure is based upon a five-point system, one being the lowest measure of improvement and five being the highest measure of improvement. We would like to see an improvement in ratings from the first to the second essay of +.50.

2) What is the rationale for choosing this benchmark?
The rational for choosing this benchmark is that on a freshman and sophomore level, the management of information and use of critical thought are new concepts. Secondly, the writing of argumentative papers is relatively new to students. Lastly, the subject-matter is new and complex to most students.

**Measure 2 Type:**

Please select

**Measure 2 Description:**

**Measure 2 Sample Size:**

**Measure 2 Benchmark**

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

**Outcomes Met/not met**

**Measure 1 Results:**

Assignment 1: 12.8

**Measure 2 Results:**

Assignment 2: 14.3

Results: +1.5

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1) How did unit/department performance compare to the benchmark?

i. The benchmark for this measure is based upon a five-point system, one being the lowest measure of improvement and five being the highest measure of
improvement being given to each of two writing assignments; one in the beginning of the semester and a follow up assignment later in the semester. Each faculty and adjunct then calculate the averages of the assignments and compare them. As the assessment coordinator, I then take the averages of the results of each of the writing assignments from each of the faculty and adjuncts. That average is the assessment results. We would like to see an improvement in ratings from the first average to the second average of at least +.50.

The department surpassed the benchmark by +1

2) How does the data compare to the previous year, if applicable?
The benchmark for 2014 surpassed 2013 data by +.8

3) If multiple measures were used, how do they compare to each other?
No multiple measures were used.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
This assessment does not affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning.

Further Action:
Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority
Describe any additional resources needed (Leave blank if no additional resources are needed.)

Learning Outcome

Working Knowledge of Philosphic Terms and Concepts: The knowledge that the student has concerning the terms that are presented in the reading material. This assessment will be based upon the student’s ability to research and apply terms to their specific claims and argument in the written assignment.

Measure 1 Type:
Direct

Performance comparison

Measure 1 Description:

By comparing two written essays, one given in the beginning of the semester and the second given in the latter part of the semester, working knowledge of philosophical terms and concepts will be assessed. The application of philosophical terms and concepts depends upon a working knowledge of philosophical terms and concepts which will assessed by their correct use in argumentative papers assigned in class. This assessment will be based upon the student’s ability to research the correct terms that apply to their specific claims and argument.

Measure 1 Sample Size:

Measure 1 Benchmark

1) Describe the benchmark for this measure.
The benchmark for this measure is based upon a five-point system, one being the lowest measure of improvement and five being the highest measure of improvement. We would like to see an improvement in ratings from the first to the second essay of +.25.

2) What is the rationale for choosing this benchmark?
The rationale for choosing this benchmark is that the use and working knowledge of philosophical terms and concepts is most likely completely foreign to most freshman and sophomore students. Secondly, the terms used often refer to difficult concepts that can easily contradict one another if not correctly applied. The expectation that after researching the terms, students will be able to understand and correctly use all
terms introduced in an academic year is very unlikely. However, that being said there should be some noticable improvement.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Surpassed benchmark

Measure 1 Results:
2013-14 Assignment 1: 12.2

Measure 2 Results:
2013-14 Assignment 2: 14.1

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1) How did unit/department performance compare to the benchmark?

The benchmark for this measure is based upon a five-point system, one being the lowest measure of improvement and five being the highest measure of improvement being given to each of two writing assignments; one in the beginning of the semester and a follow up assignment later in the semester. Each faculty and adjunct then calculate the averages of the assignments and compare them. As the
assessment coordinator, I then take the averages of the results of each of the writing assignments from each of the faculty and adjuncts. That average is the assessment results. We would like to see an improvement in ratings from the first average to the second average of at least +.50.

The department performance succeeded the benchmark of +.50 by +.4.

2) How does the data compare to the previous year, if applicable?
Although the benchmark was lower by -.8 in 2014, the benchmark was still surpassed.

3) If multiple measures were used, how do they compare to each other?
Multiple measures were not used.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
The benchmark, although lower than 2012-13, surpassed expectations and so no further actions are necessary.

Further Action:
Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority
Describe any additional resources needed (Leave blank if no additional resources are needed.)

Learning Outcome

Application of Philosophical Terms and Concepts: The ability for students to be able to apply philosophical terms and concepts learned in the text to their own claims, the evidence and warrant for those claims, and to understand how their claims relate to one another and the philosophical concepts being studied.

Measure 1 Type:
Direct

Performance comparison

Measure 1 Description:
By comparing two written essays, one given in the beginning of the semester and the second given in the latter part of the semester, the application of philosophical terms and concepts will be assessed. The study of philosophy includes knowing and being able to use specific terms in specific situations with reference to specific philosophers. These terms and concepts need to be differentiated and understood as well as used correctly when presented in defense of claims made in written assignments.

Measure 1 Sample Size:

Measure 1 Benchmark

1) Describe the benchmark for this measure.
The benchmark for this measure is based upon a five-point system, one being the lowest measure of improvement and five being the highest measure of improvement. We would like to see an improvement in ratings from the first to the second essay of +.50.

2) What is the rationale for choosing this benchmark?
The rationale for choosing this benchmark is that when writing philosophical essays the student will have access to the text and will be expected to do the appropriate research using that text.

Measure 2 Type:
Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Measure 1 Results:
Assignment 1: 12.2

Measure 2 Results:
Assignment 2: 14.4
Results of +2.2

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1) How did unit/department performance compare to the benchmark?

The benchmark for this measure is based upon a five-point system, one being the lowest measure of improvement and five being the highest measure of improvement being given to each of two writing assignments; one in the beginning of the semester and a follow up assignment later in the semester. Each faculty and adjunct then calculate the averages of the assignments and compare them. As the assessment coordinator, I then take the averages of the results of each of the writing assignments from each of the faculty and adjuncts. That average is the assessment results. We would like to see an improvement in ratings from the first average to the second average of at least +.50.

The final results were +2.2 which surpassed the benchmark by +1.7
Learning Outcome

Communication: The student’s ability to adhere to standard, college-level grammar/word usage; use of language; etc. and correctly apply these rules to written essays making them clear, concise and academically correct.

Measure 1 Type:

Direct

Performance comparison

Measure 1 Description:

By comparing two written essays, one given in the beginning of the semester and the second given in the latter part of the semester, communication will be assessed. Communication in philosophy is defined as both focus and language use. First, focus is defined as the ability to write clearly by making vividly clear references to the argument. Language use is defined as the ability to organize and unify the entire paper with the correct word-choice and sentence structure.

Measure 1 Sample Size:

Measure 1 Benchmark

1) Describe the benchmark for this measure.

The benchmark for this measure is based upon a five-point system, one being the lowest measure of improvement and five being the highest measure of improvement. We would like to see an improvement in ratings from the first to the second essay of +.50.

2) What is the rationale for choosing this benchmark?

The rational for choosing this benchmark is that writing and organizing argumentative papers is relatively new to beginning college students. The ability to both focus and write in both a clear and philosophical manner is difficult and takes both time and considerable effort.

Measure 2 Type:

Please select

Measure 2 Description:
Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Measure 1 Results:
Assignment 1: 12.3

Measure 2 Results:
Assignment 2: 14
Results: +1.7

2014 data charts.docx

1) How did unit/department performance compare to the benchmark?
   i. The benchmark for this measure is based upon a five-point system, one being the lowest measure of improvement and five being the highest measure of improvement being given to each of two writing assignments; one in the beginning of the semester and a follow up assignment later in the semester. Each faculty and adjunct then calculate the averages of the assignments and compare them. As the assessment coordinator, I then take the averages of the results of each of the writing assignments from each of the faculty and adjuncts. That average is the assessment results. We would like to see an improvement in ratings from the first average to the second average of at least +.50.

The 2014 result surpassed the benchmark by +1.2

2) How does the data compare to the previous year, if applicable?
The 2014 data surpassed the 2013 data by +1.6

3) If multiple measures were used, how do they compare to each other?
No multiple measures were used.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
This assessment does not affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning.

Further Action:
Further Action Unnecessary

Describe the action plan:
n/a

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)